

**Growing Up in Scotland**  
**Birth Cohort 1 Teacher Survey**  
**Primary 6 / 2014/15**

## **Overview**

Alongside the 8<sup>th</sup> sweep of data collection with Birth Cohort 1 of the Growing Up in Scotland study (GUS), a web- and paper-based survey was carried out with the cohort child's Primary 6 teacher. This document contains details about the teacher survey only. For details about Sweep 8 and the wider GUS study, see documentation available elsewhere:

- [http://doc.ukdataservice.ac.uk/doc/5760/mrdoc/pdf/5760\\_userguide\\_cohort1\\_sweep8.pdf](http://doc.ukdataservice.ac.uk/doc/5760/mrdoc/pdf/5760_userguide_cohort1_sweep8.pdf)
- [http://doc.ukdataservice.ac.uk/doc/5760/mrdoc/pdf/5760\\_data\\_documentation\\_cohort1\\_sweep8.pdf](http://doc.ukdataservice.ac.uk/doc/5760/mrdoc/pdf/5760_data_documentation_cohort1_sweep8.pdf)

## **Methodology**

Parents and children who took part in GUS Sweep 8 face-to-face interviews were asked for permission for the child's Primary 6 teacher to be contacted for follow-up research. The teacher was invited to take part only where permission was given by both parent and child.

In cases where permission was granted, the teacher's name was collected. An email was then sent to the Head Teacher at the child's school, providing the option to opt the school out of the study.

In schools that agreed to participate, a letter was then sent to the child's teacher explaining the survey aims and procedures. The letter contained a link to an online version of the teacher questionnaire, as well as a paper questionnaire, thus offering teachers a choice of mode.

In cases where a completed questionnaire had not been received within a few weeks, a phone call was made to the school. Where possible, an email address was obtained for the teacher and an email reminder was issued which contained a link to the online teacher questionnaire.

If no completed questionnaire was received within a further few weeks, a second letter – including a link to the online questionnaire as well as a paper questionnaire – was sent to the teacher at the school.

## **Fieldwork and response**

Phase 1 fieldwork was conducted between November 2014 and June 2015 and Phase 2 fieldwork was conducted between November 2015 and May 2016.

In total, Sweep 8 face-to-face fieldwork for BC1 resulted in 3151 productive parent/child interviews. In 2998 cases permission was obtained (from the main carer as well as from the child) to contact the child's teacher to invite them to take part in the Teacher survey. As Table 1 shows, around 3% (n=95) of these cases were not issued to field due to either the school or the local authority opting out.

Overall, 2903 cases were issued to take part in the teacher interview. As Table 2 shows 1833 teachers completed the survey, representing a response rate of 63%.

Participants were invited to take part in the survey either on paper or online. Of those that completed the survey, 80% (n=1472) completed a paper questionnaire and 20% (n=361) completed the questionnaire online (Table 2).

Thirty seven per cent of cases (n=1070) were unproductive. In 4% of these cases we know the specific reason for not participating in the survey. Most of these were refusals either by individual teachers (n=30), or refusals by schools (n=2), or the questionnaire appeared to have been completed with reference to the wrong child (n=13).

**Table 1 – Teacher survey: Cases not issued**

	Phase 1	Phase 2	Total
Cases achieved at Sweep 8 F2F (adult interviews)	2403	748	3151
Permission obtained to contact teacher (from both parent and child)	2297	701	2998
Cases not issued due to opt-out by local authority or school	80	15	95
<b>Total issued cases</b>	<b>2217</b>	<b>686</b>	<b>2903</b>

**Table 2 – Teacher survey: Issued cases**

	Phase 1	Phase 2	Total
Total Issued cases	2217	686	2903
<b>Productive cases</b>	<b>1381</b>	<b>452</b>	<b>1833</b>
Paper	1113	359	1472
Web	268	93	361
<b>Response rate (%)</b>	<b>62</b>	<b>66</b>	<b>63</b>
<b>Unproductive cases, of which:</b>	<b>836</b>	<b>234</b>	<b>1070</b>
Teacher opt-out/refusal	30	0	30
School opt-out/refusal	2	0	2
Opted out for other reason (e.g. pupil or teacher no longer at school)	2	0	2
Teacher answered about the wrong child	12	1	13
Other non-response	790	233	1023

### Using the data

A copy of the teacher questionnaire is provided alongside these notes: 'GUS\_BC1\_P6\_Teacher questionnaire\_Paper'.

The dataset is 'GUS\_BC1\_P6\_Teacher'.

The questionnaire contains a number of validated items/items developed for other studies:

- **Strengths and Difficulties Questionnaire<sup>1</sup>**: 25 items on the child's social, emotional and behavioural development (ThSDQ01 to ThSDQ25). Example syntax for deriving composite scores (e.g. Total Difficulties score) is included in the derived variables documentation for GUS BC1 Sweep 8.
- **Selected items from the Pianta<sup>2</sup> Relationship scale**: 5 items on child-teacher relationship.

### **Weighting the data**

Weights are required to adjust for non-response to the Teachers survey. The weight variable is ThWTbrth. This weight should be used for all analysis of the GUS BC1 P6 Teacher survey data.

Response to the survey was modelled using logistic regression; the model was weighted by the Sweep 8 cross-sectional weight. The following Sweep 8 variables were found to be predictive of response and were used in the final non-response model:

- Respondent age
- Respondent employment status (whether carer working full-time/part-time/not working)
- Household income (grouped)
- Tenure
- Urban-rural classification (six groups)
- Sex of child
- How much do you like reading?
- How much do you like doing number work?
- My teacher treats me fairly
- How often do you misbehave or cause trouble in class?
- How often do other children misbehave or cause trouble in class?
- I am good at number work
- Whether child's attitude towards school/schoolwork was mentioned (if contacted by school).

The following demographic variables were selected as potential predictors but not included in the final model (as they were not predictive after controlling for the other variables):

- Mother's age at cohort child's birth
- Respondent highest qualification
- Respondent NS-SEC
- Respondent health (grouped)

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<sup>1</sup> Goodman, R. (1997) The Strengths and Difficulties Questionnaire: a research note, *Journal of Child Psychology and Psychiatry*, 38, pp581-586.

<sup>2</sup> Pianta RC. (1992) *Child-Parent Relationship Scale*. Charlottesville, VA: University of Virginia.

- Respondent disability/limiting illness
- Family type (Lone parent/couple family)
- Household employment status (whether parent/carer working full-time/part-time/not working)
- Number of children in household
- SIMD quintile
- Child health (grouped)
- Child ethnicity
- Number of accidents/injuries (grouped)
- Book/stories in last week (0/1-6/7)
- Whether child has (new) illness/disability
- I enjoy learning at school
- How often does the teacher ask you about your own ideas in class?
- Do other children in your class make it hard for you to do your work?
- How happy do you usually feel at playtimes and lunchtime?
- I feel happy at school
- My teacher helps me when I need help
- My teacher pays attention to what I say
- I get along well with my teacher
- How often do you try your best at school?
- How often do you find school interesting?
- I care about how well I do at school
- How much do you like your teacher?
- I am good at reading
- Have you ever skipped school, when your parents didn't know even if only for half a day or a little while?
- Whether behaviour of other pupils towards child mentioned (if contacted by school).

A non-response weight was calculated as the inverse of the probability of response from the model. This was trimmed (at 99.5%) before being multiplied by the Sweep 8 weight to create a composite weight. After checking the distribution of this weight, one outlying value was trimmed back to the next highest value to create the final weight.

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<b>Variable Name</b>	<b>Descriptive label</b>
Idnumber	Serial number (Archive)
ThClevlt	CfE level for listening and talking
ThClevre	CfE level for reading
ThClevwr	CfE level for writing
ThClevnum	CfE level for numeracy
ThCdevlt	CfE stage for listening and talking
ThCdevre	CfE stage for reading
ThCdevwr	CfE stage for writing
ThCdevnum	CfE stage for maths
ThCenjlt	Child enjoys listening
ThCenjre	Child enjoys reading
ThCenjwr	Child enjoys writing
ThCenjnum	Child enjoys maths
ThCtryre	Child tries best in reading
ThCtrywr	Child tries best in writing
ThCtrynum	Child tries best in maths
ThHwcomh	Child completes homework
ThHwtim	Child hands homework on time
ThCbehav1	Child listens to instructions
ThCbehav2	Child listens to classmates
ThCbehav3	Child makes task transition easily
ThCbehav4	Child finishes classwork
ThWrk	How well child works without teacher
ThWrkal	How well child works alone
ThApshl	How likely child asks for help
ThFrbeh	Whether friends misbehave or cause trouble
ThFrmisb	How child responds if friends are misbehaving
ThPpia03	Child will seek comfort from me
ThPpia05	Child appears to value relationship with me
ThPpia06	Child appears to enjoy praise
ThPpia07	Child spontaneously shares information about self
ThPpia15	Child openly shares feelings and experiences
ThSDQ01	Child considers others feelings
ThSDQ02	Child is restless or overactive
ThSDQ03	Child complains of headaches
ThSDQ04	Child shares with other children
ThSDQ05	Child has tantrums
ThSDQ06	Child solitary
ThSDQ07	Child obedient
ThSDQ08	Child seems worried
ThSDQ09	Child helpful if someone hurt
ThSDQ10	Child fidgets or squirms
ThSDQ11	Child has at least one good friend
ThSDQ12	Child fights or bullies
ThSDQ13	Child is unhappy
ThSDQ14	Child is liked by children
ThSDQ15	Child is easily distracted
ThSDQ16	Child loses confidence
ThSDQ17	Child is kind to younger children

ThSDQ18	Child lies or cheats
ThSDQ19	Child is bullied
ThSDQ20	Child volunteers to help
ThSDQ21	Child thinks before acting
ThSDQ22	Child steals
ThSDQ23	Child gets on better with adults
ThSDQ24	Child has many fears
ThSDQ25	Child has good attention span
ThPSan02	Add support - learning disability
ThPSan03	Add support - dyslexia
ThPSan18	Add support - dyscalculia
ThPSan04	Add support - sight problems
ThPSan07	Add support - physical disability
ThPSan08	Add support - speech problems
ThPSan09	Add support - autistic disorder
ThPSan05	Add support - hearing problems
ThPSan06	Add support - deafblind
ThPSan11	Add support - physical health problem
ThPSan12	Add support - mental health problem
ThPSan13	Add support - interrupted schooling
ThPSan15	Add support - in care of local authority
ThPSan14	Add support - English not 1st language
ThPSan94	Other support need
ThChiep	Child has IEP
ThClasiep	Number of children in class with IEP
ThPShp02	Add support - learning assistant
ThPShp09	Add support - learning support teacher
ThPShp08	Add support - ICT
ThPShp04	Add support - special classes
ThPSuplst	Learn support - speech therapy
ThPSupbm	Learn support
ThPSupsw	Learn support - social work
ThPSupps	Learn support - psychological
ThPSuppe	Learn support - physical environment
ThPSup	Any other additional support provided to child
ThOutcome	Teacher Qnr: final outcome
ThWTbrth	Weight for teacher survey